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ABSTRACT

The results of a survey on the characteristics of effective inservice education practices are described and presented. Conducted by the Task Force on Quality Practices in Inservice Education of the National Inservice Network (NIN), the survey is intended to provide planners with illustrations of development, implementation, and evaluation practices of inservice education programs. Respondents included state department of education representatives, teacher center directors, local education agency directors, and educators affiliated with the National Education Association and the American Federation of Teachers. The survey design is described, followed by a discussion of six broad quality practice statements which formed the categories for the survey analysis. Practices in the first statement describe the importance of creating an inservice system which can be institutionalized. The second through fifth statements are concerned with the essential characteristics of good staff development: responsive to changing needs; accessible to users; collaboratively arranged; and based on participants' needs. The sixth grouping lists practices related to evaluation of inservice education. In appendices, the survey instrument is provided, and survey results are presented with mean ratings and ranking of perceived importance by each respondent group. (FG)

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QUALITY PRACTICES

TASK FORCE

FINAL REPORT

July, 1980

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The efforts of the Quality Practices Task Force were partially funded through the Education Department, Office of Special Education and Rehabilitative Services, Division of Personnel Preparation. The ideas expressed herein do not necessarily reflect the position or policy of that agency and no official endorsement of these materials should be inferred.

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SP 020 141

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FORWARD

The National Inservice Network (NIN) is a linkage agency designed to exchange information about inservice programs for regular educators who are increasingly becoming more involved in the education of exceptional children. NIN is funded by the Division of Personnel Preparation, Office of Special Education and Rehabilitative Services, United States Education Department. The purpose of NIN is to identify model training programs and components from over 300 projects in this priority area. The National Advisory Board (NAB) to the National Inservice Network organized five task forces, one of these task forces conducted a national study of quality practices related to inservice education.

On May 20, 1980, the NAB to the NIN received the Quality Practices Task Force Final Report for review and made recommendations as to its dissemination and utility to policy makers, administrators, inservice developers and others interested in professional development. Following are several of the recommendations from the Board:

1. The Office of Special Education and Rehabilitative Services should be provided copies of the Quality Practices Task Force Report for possible distribution when they receive requests for information regarding inservice education. Specifically, the Division of Aid to States, may wish these Quality Practices Statements for consideration in their CSPD efforts.
2. State Directors of Special Education, CSPD coordinators and other state agency personnel involved in planning inservice should be provided copies of the report. These persons should consider the statements as evaluation criteria for locally produced plans.
3. Local leadership persons should consider the use of these statements with teams of personnel in the establishment of locally determined inservice programs.
4. Leadership persons in all professional educational organizations should be provided with copies of the report for distribution to their memberships.
5. Efforts should be undertaken by the Board and project directors to disseminate these practices through their own training and writing efforts in order to build community support for quality inservice practices.

The above recommendations are based on the perceived benefit to the field of the Quality Practices Task Force Report. At this point in time the statements are already in use as a basis for CSPD local efforts in Maine, Colorado, Indiana and North Carolina. There have also been requests from state agencies such as Florida, Nebraska, Iowa, Kansas and Michigan for use of the statements in staff development plans designed by local educational agencies.

We hope you find this report useful.

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INTRODUCTION

This document is the result of a year long effort of the Task Force on Quality Practices in Inservice Education. This task force is one of five established by the National Advisory Board to the National Inservice Network to lay the groundwork for the development of a functional service delivery system of inservice as part of state systems of comprehensive personnel development established by Public Law 94-142.

The membership of the Quality Practices Task Force consists of persons with varied backgrounds and experiences in student advocacy, general and special education, and professional development. The current professional responsibilities of the group include working with a state education agency, a local education agency, a professional organization, a research center, a non-profit corporation, and an institution of higher education. Although the experiences and affiliations of the membership necessarily affect the ideas and philosophies, the thoughts expressed are not intended to reflect the employing agencies of the members. This group shares a common concern for and commitment to the improvement of inservice education programs, particularly as applied to programs for general educators working with students with handicaps.

The primary purpose of this document is to provide planners with illustrators of quality practices for the planning, implementation, and evaluation of inservice education programs. The activities of an inservice education program are considered to be a process by which educational personnel are, as a result of the process, continually prepared and updated with specific knowledge, skills, or the attitude necessary to perform their roles.

The Task Force recognizes that the statements of quality practice are not all inclusive. The time and funding restrictions have prevented further expansion and illustration at this time.

Development of Quality Practice Statements

First Generation

The focus of the Task Force effort has been the generation and validation of statements on what constitutes good practices in inservice education programs. The first generation of statements of quality practices were developed in a May, 1979 meeting of the Task Force after a thorough review of the literature. Prior to the meeting, one member of the Task Force prepared a matrix which indicated the frequency and literature source of critical factors in quality inservice education. The Task Force used this as a resource in the development of statements of quality practice and model which would categorize and display the statements. A September, 1979 meeting was devoted to reviewing the statements and the model as well as finalizing an approach to validate them with the field.

Second Generation

During the Fall of 1979, a survey was conducted of a group of seventy-seven key individuals form across the country who were actively involved in inservice programs. Both a personal interview and written questionnaire approach were employed. Over 60% of this group responded to the survey. The analysis of the responses assisted the Task Force to revise statements, the model, and the instrument to be used for a more extensive validation effort. The data supported the general validity of all statements so the only modifications were related to clarity. The survey instrument was simplified to include only three areas in which the respondents were asked to rate the statements of quality practices. (See appendix A.)

Third Generation

The more extensive validation effort which occurred in March and April of 1980, involved a mail survey to over three hundred individuals representing a broad sampling of key agencies and role groups in all of the states. The objective of this questionnaire survey was to validate the set of quality practice statements and the inservice education model by comparing

the perceptions of key groups across the nation on the issue of criteria for quality inservice education. The design of the instrument also provided information regarding the perceived frequency of occurrence of the quality practices in school systems and the difficulty in implementation of the practices.

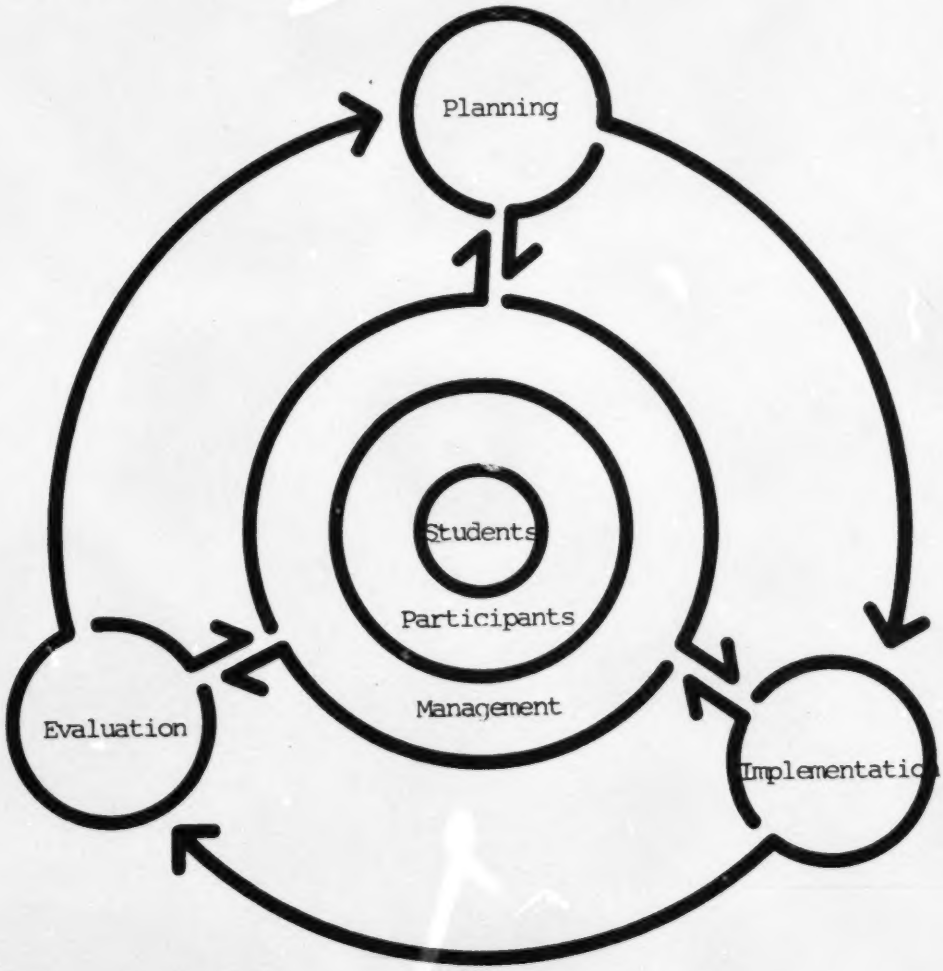
The respondent groups were: (1) Forty-four (44) of the respondent group of "experts" from the pilot phase; (2) State Department of Education, Comprehensive System of Personnel Development (CSPD) representatives from each of the 54 states and territories; (3) Ninety (90) federally funded teacher center directors; (4) Twenty-six (26) directors of local education agency regular education inservice projects funded by the Department of Education, Office of Special Education and Rehabilitative Services, Division of Personnel Preparation; (5) Forty-five (45) National Education Association (NEA) teaching personnel involved in inservice, and (6) Fifty (50) American Federation of Teachers (AFT) teaching personnel involved in inservice.

A return rate of 49% was achieved during this phase. Analysis of the data indicated general agreement by all groups on the importance of the practices, the practicality and usefulness of the conceptual model, and the difficulty of implementing the practices. There was not agreement on the frequency of occurrence of the practices in the field. (A display of the mean ratings and the ranking of the respondents as to the perceived importance of each statement is found in Appendix B.)

CONCEPTUAL MODEL AND STATEMENTS OF QUALITY PRACTICE

Over the course of the development of these statements, several different methods of clustering them have been used. Initially, the statements were grouped by three main categories: planning; implementation; and evaluation. Each of these main categories had the same three subcategories: management; participants; and students.

In this final listing of the quality practice statements, a different approach to clustering has been used. But it should be noted that the rationale behind the first organizational approach is still important: the Quality Practices Task Force advocates a *problem-solving approach* to the design and provision of inservice activities. Such an approach begins with the identification of needs---organizational, programmatic and individual needs---and moves through planning and management to program evaluation, which then loops back into ongoing needs identification. *Threaded throughout the process, and throughout the quality practices statements themselves, is a focus on students.* This focus recognizes student needs, student involvement, and attention to the impact upon students of inservice activities.



As can be seen in the Conceptual Model displayed above, students are the central and ultimate target of the inservice efforts. The participants are the immediate beneficiaries of the training, (e.g., teachers, parents, administrators, school board members, clinicians, aides, and others) as well as key personnel in designing the inservice efforts. The Conceptual Model is designed for that person(s) in the management scheme of an agency/institution given the responsibility for planning, implementing and evaluating the inservice effort. The quality practices serve as procedures or guidelines to be followed in each of the critical areas with the ultimate goal being a well conceived and designed inservice program. They are grouped into six main categories. In several instances, the original quality practice statements have been rewritten for clarity, or related statements combined.

The first set of statements describe the importance of creating an inservice system which is instituionalized---made a part of the organization itself, whether that organization is a single school building, a district, or a regional or state agency. It should recognize the need for quality professional development programs to have an impact upon organizations as well as individuals. The development of a written plan, approved by a policy-making body, which sets forth goals, specifies responsibilities, identifies resources, and addresses needs assessment, planning, program implementation and evaluation processes, is advocated in this first group of quality practice statements.

The second through fifth sets of statements describe essential characteristics of good staff development programs. The literature supports that quality inservice is planned, delivered and evaluated in ways which are collaborative---ways which actively involve participants, students, and the community. The literature supports that programs should be based upon identified needs; that professional development programs should be responsive---to individuals, to local conditions, to systems and organizations; that activities

should be accessible to participants. Quality practice statements which reflect these characteristics are listed in these sets of statements.

The sixth grouping describes practices in the area of evaluation. These practices can be used as a tool for strengthening the planning and implementation as well as assisting to determine the effectiveness of the program.

I. QUALITY PRACTICE IN INSERVICE EDUCATION RECOGNIZES THAT PROGRAMS MUST BE INTEGRATED INTO AND SUPPORTED BY THE ORGANIZATION WITHIN WHICH THEY FUNCTION.

A formally adopted written plan of inservice for the district or agency should be prepared. It should describe all components of a comprehensive system. This plan can then be used as a basis for evaluation and ongoing planning, for communication purposes and to build support for the program.

The inservice education program is an integral part of the total organizational system within which it functions.

Written policy exists to support the inservice education program.

The assumptions and the theoretical rationale underlying the inservice program are explicitly stated.

The inservice education program design describes the organizational role, responsibility and support for planning, implementation and evaluation of the program.

Procedures exist to assure the program of adequate fiscal, material, staff and facility resources.

Federal, state, and local policies pertaining to the inservice education program are studied by planning participants.

The inservice program design includes plans for facilitating the implementation of quality practices throughout the system.

The inservice program design is long range and provides for ongoing implementation, support and evaluation.

Information about inservice activities is systematically communicated to all audiences concerned.

II. QUALITY PRACTICES IN INSERVICE EDUCATION ARE DESIGNED TO RESULT IN PROGRAMS WHICH ARE COLLABORATIVE.

Collaborative approaches to inservice programs are the most effective. Including participants, students and the community in program planning, delivery and evaluation can result in increased motivation, strenghtened support and maximal resources.

The inservice education program provides opportunities for all school personnel to act as participants.

Personnel from agencies involved or affected by the inservice education program are included in the planning process.

All groups which are affected by the inservice education program, including parents and students, have a voice in decisions regarding the program.

Inservice activities include students as teachers/learners whenever possible.

Procedures exist to assure inclusion of community resources for the inservice education program.

Participants and others affected by the inservice education program are major providers of data for evaluation.

III. QUALITY PRACTICES IN INSERVICE EDUCATION ARE DESIGNED TO RESULT IN PROGRAMS WHICH ARE NEEDS BASED.

Inservice education is a support service for the total educational system. It draws its legitimacy from the contribution it makes to strengthening the system's programs and services for students.

The inservice program design recognizes the vital importance of the participants' perceptions of the need for the training proposed.

An assessment of the strengths and needs of the prospective participants and the systems is part of the inservice program design.

Inservice program goals are derived primarily from a set of educational goals for students, including students with handicaps.

Inservice content and strategies are drawn from and designed to meet the assessed needs of students, personnel and organizations.

Programs include activities to meet the needs of leadership personnel, with special attention to building principals.

IV. QUALITY PRACTICES IN INSERVICE EDUCATION ARE DESIGNED TO RESULT IN PROGRAMS WHICH ARE RESPONSIVE TO CHANGING NEEDS. Responsive inservice, built upon identified needs, meets those needs and is adaptable to ongoing changes in programs, personnel and conditions. It is planned and delivered in ways that recognize the findings of research on innovation and change theories.

The inservice program design defines a dynamic and continuous process that is flexible and responsive to changing needs and new requirements.

Inservice activities are individualized, insofar as possible, to meet the needs and goals of individual participants.

The inservice program design includes goals which are designed to reduce undue stress and to increase both competance and morale among program participants.

Inservice providers are selected on the basis of qualifications for specific tasks.

Inservice activities make use of peer-teaching strategies and participant-created materials, whenver appropriate.

On-site demonstrations with students are included when appropriate to the inservice education experience.

Participants are provided with positive feedback on their progress and with follow-through consultation which is kept separate from the system's personnel evaluation procedures.

V. QUALITY PRACTICES IN INSERVICE EDUCATION ARE DESIGNED TO RESULT IN PROGRAMS WHICH ARE ACCESSIBLE.

The inservice program is readily accessible in time and location, and is planned to provide the best conditions for learning.

Inservice activities are offered in a logical sequence.

Inservice activities are offered frequently.

Inservice activities are planned and conducted with minimum interference to the students' ongoing instructional program.

Inservice activities are conducted primarily during participants' normal working hours.

Inservice activities are conducted, whenever possible, on the participants' work site.

Inservice locations are selected to provide the most appropriate setting for the knowledge, skills and attitudes to be acquired and demonstrated.

VI. EVALUATION OF INSERVICE ACTIVITIES IS AN ESSENTIAL COMPONENT OF A QUALITY PROGRAM, AND SHOULD BE DESIGNED AND CONDUCTED IN WAYS COMPATIBLE WITH THE UNDERLYING PHILOSOPHY AND APPROACH OF THE PROGRAM.

Information drawn from evaluation can help determine the degree of effectiveness of the professional development experiences. Ongoing evaluation can also be used to strengthen planning and implementation activities.

The Task Force defines evaluation as a systematic collection of information about the context and operation of inservice programs which can be used to: (1) determine needs, (2) plan programs, (3) revise and redevelop activities, and, (4) judge impact.

Decisions concerning the inservice education program consider ongoing program evaluation by program participants and others affected by the program.

The inservice program design includes both short-term and long-term goals.

The inservice evaluation design is comprehensive and addresses the process components: planning, implementation, and dissemination.

The inservice evaluation design is responsive to knowledge, skill, and affective outcomes.

Data from evaluation is used for ongoing planning of the inservice program.

The inservice education evaluation design is reliable and valid.

The evaluation design includes plans to frequently report data on all major aspects of the program - including impact on students - to all major audiences.

The documentation of the impact of inservice activities should include the perceptions of students themselves whenever appropriate.

For additional information about the National Inservice Network or additional copies of this report, please write:

Leonard C. Burrello
Project Director
National Inservice Network
2853 East Tenth Street, Cottage L
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APPENDIX A

Survey Instrument

QUESTIONNAIRE
PART I

- Please Complete -

Name _____

Position _____

Address _____

City/State _____

Do you wish to receive a copy of the final list of statements of quality practices?

Yes _____ No _____

Directions:
Rate each quality practice by circling one response to each of the three questions. Use your personal/professional judgment concerning principles underlying inservice practices. Please feel free to add comments in the space provided on page 8. Please answer every item.

L = Little S = Somewhat C = Considerable G = Great

Sample:
The importance to education of my completing this questionnaire. L S C (G)

	How important is the practice?	To what extent is this practice presently occurring within local school systems?	How difficult would it be to implement this practice in local school systems?
1.0 Planning	Circle One	Circle One	Circle One
1.1 Management			
1.1.1 The inservice education program is an integral part of the total organizational system within which it functions.	L S C G	L S C G	L S C G
1.1.2 Written policy exists to support the inservice education program.	L S C G	L S C G	L S C G
1.1.3 The assumptions and the theoretical rationale underlying the inservice program should be explicitly stated.	L S C G	L S C G	L S C G
1.1.4 Procedures exist to assure inclusion of community resources for the inservice education program.	L S C G	L S C G	L S C G

L = Little
S = Somewhat
C = Considerable
G = Great

		How important is the practice?	To what extent is this practice presently occurring within local school systems?	How difficult would it be to implement this practice in local school systems?
		Circle One	Circle One	Circle One
1.1.5	Procedures exist to assure and access adequate numbers of personnel, adequate fiscal, material and facility resources.	L S C G	L S C G	L S C G
1.1.6	The inservice education program design describes the organizational role, responsibility and support for planning, implementation and evaluation of the program.	L S C G	L S C G	L S C G
1.1.7	An assessment of the strengths and needs of the prospective participants and the system is part of the inservice program design.	L S C G	L S C G	L S C G
1.1.8	The inservice program design is long range and provides for ongoing support and evaluation.	L S C G	L S C G	L S C G
1.1.9	The inservice program design includes both short-term and long-term goals.	L S C G	L S C G	L S C G
1.1.10	The inservice program design defines outcome expectations including knowledge, skill, and affective goals.	L S C G	L S C G	L S C G
1.1.11	The inservice program design defines a dynamic and continuous process that is flexible and responsive to changing needs and new requirements.	L S C G	L S C G	L S C G
1.1.12	The inservice program design includes plans for facilitating the implementation of quality practices throughout the system.	L S C G	L S C G	L S C G

L = Little
S = Somewhat
C = Considerable
G = Great

	How important is the practice?	To what extent is this practice presently occurring within local school systems?	How difficult would it be to implement this practice in local school systems?
	Circle One	Circle One	Circle One
1.2 Participants			
1.2.1 Federal, state, and local policies pertaining to the inservice education program are studied by planning participants.	L S C G	L S C G	L S C G
1.2.2 Agencies involved or affected by the inservice education program are included in the planning process.	L S C G	L S C G	L S C G
1.2.3 The inservice education program provides opportunities for all school personnel to act as participants.	L S C G	L S C G	L S C G
1.2.4 All groups which are affected by the inservice education program, including parents and students, have a voice in decisions regarding the program.	L S C G	L S C G	L S C G
1.2.5 The inservice program design includes goals which are designed to prevent "burnout" and to increase both competence and morale among program participants.	L S C G	L S C G	L S C G
1.2.6 The inservice program design recognizes the vital importance of the participants' perceptions of the need for the training proposed.	L S C G	L S C G	L S C G
1.3 Students			
1.3.1 Inservice activities are planned and conducted with minimum interference to the students' ongoing instructional program.	L S C G	L S C G	L S C G

L = Little
S = Somewhat
C = Considerable
G = Great

	How important is the practice?	To what extent is this practice presently occurring within local school systems?	How difficult would it be to implement this practice in local school systems?
	Circle One	Circle One	Circle One
1.3.2 Inservice program goals are derived, primarily, from a comprehensive set of educational goals for students, including students with handicaps.	L S C G	L S C G	L S C G
2.0 Implementation			
2.1 Management			
2.1.1 Inservice content and strategies are directly derived from the assessed needs of students, personnel and organizations concerned.	L S C G	L S C G	L S C G
2.1.2 Inservice activities are offered frequently.	L S C G	L S C G	L S C G
2.1.3 Inservice activities are offered in a logical sequence.	L S C G	L S C G	L S C G
2.1.4 Information about inservice activities is systematically communicated to all audiences concerned.	L S C G	L S C G	L S C G
2.1.5 Inservice providers are selected on the basis of qualifications for specific tasks.	L S C G	L S C G	L S C G
2.1.6 Inservice activities are conducted, whenever possible, on the participants' work site.	L S C G	L S C G	L S C G
2.1.7 Inservice locations are selected to provide the most appropriate setting for the knowledge, skills and attitudes to be acquired and demonstrated.	L S C G	L S C G	L S C G

L = Little
S = Somewhat
C = Considerable
G = Great

	How important is the practice?	To what extent is this practice presently occurring within local school systems?	How difficult would it be to implement this practice in local school systems?
	Circle One	Circle One	Circle One
2.1.8 Inservice activities are conducted primarily during participants' normal working hours.	L S C G	L S C G	L S C G
2.1.9 Inservice activities make use of participant created materials whenever possible.	L S C G	L S C G	L S C G
2.1.10 The inservice education program provides participants with positive feedback on their progress from program leaders, peers and clients.	L S C G	L S C G	L S C G
2.1.11 The goals of individual participants for inservice should be defined and acknowledged in the overall program goals to the maximum extent possible.	L S C G	L S C G	L S C G
2.2 Participants			
2.2.1 Inservice education programs provide for the assessed needs of leadership personnel, building principals in particular.	L S C G	L S C G	L S C G
2.2.2 Inservice activities are individualized, insofar as possible, to each participants' assessed needs and desires.	L S C G	L S C G	L S C G
2.2.3 Inservice activities emphasize peer-teaching learning.	L S C G	L S C G	L S C G
2.2.4 Inservice participants should have access to follow-through consultation which is separate from the personal evaluation process of the system.	L S C G	L S C G	L S C G

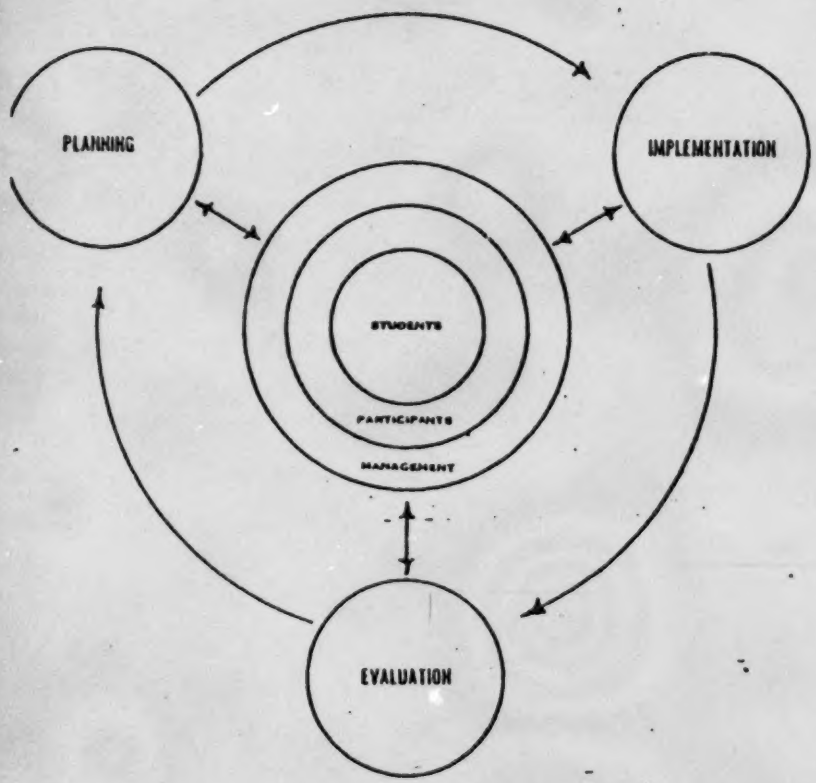
L = Little S = Somewhat C = Considerable G = Great	How important is the practice?	To what extent is this practice presently occurring within local school systems?	How difficult would it be to implement this practice in local school systems?
	Circle One	Circle One	Circle One
2.3 Students			
2.3.1 Inservice activities include students as teachers/learners whenever possible.	L S C G	L S C G	L S C G
2.3.2 On-site demonstrations with students are included when appropriate to the inservice education experience.	L S C G	L S C G	L S C G
3.0 Evaluation			
3.1 Management			
3.1.1 Decisions concerning the inservice education program are based upon the evaluations of program participants and others who are affected by the program.	L S C G	L S C G	L S C G
3.1.2 The inservice education evaluation design addresses the process components, planning, implementation and evaluation.	L S C G	L S C G	L S C G
3.1.3 The inservice education evaluation design is reliable and valid and includes plans to frequently report data on all major aspects of the inservice program to all audiences concerned for ongoing planning.	L S C G	L S C G	L S C G
3.1.4 Efforts to discuss and spread information on inservice programs are evaluated.	L S C G	L S C G	L S C G

L = Little
S = Somewhat
C = Considerable
G = Great

	How important is the practice?	To what extent is this practice presently occurring within local school systems?	How difficult would it be to implement this practice in local school systems?
3.2 Participants	Circle One	Circle One	Circle One
3.2.1 Participants and others affected by the inservice education program are major providers of data for evaluation.	L S C G	L S C G	L S C G
3.2.2 Ongoing program evaluation feedback will be provided to the participants so that it may affect the inservice effort.	L S C G	L S C G	L S C G
3.3 Students			
3.3.1 The impact of inservice activities on students should be documented as part of the inservice effort.	L S C G	L S C G	L S C G
3.3.2 The documentation of the impact of inservice activities should include the perceptions of students themselves whenever appropriate.	L S C G	L S C G	L S C G
3.3.3 The impact of inservice activities on students should be frequently reported to the concerned audiences.	L S C G	L S C G	L S C G

Space is provided below for any additional comments you may have
Use additional sheets if necessary.

	1.1 MANAGEMENT	1.2 PARTICIPANTS	1.3 STUDENTS
1.0 Planning			
2.0 Implementation			
3.0 Evaluation			



Conceptual Model for Inservice Education

Now that you have completed Part I of the Questionnaire we would like you to react to the Conceptual Model for Inservice Education that has been developed.

As can be seen in the Conceptual Model (schematically shown), students are the central and ultimate target of the inservice efforts. The participants are the immediate beneficiaries of the training, (e.g. teachers, parents, administrators, school board members, clinicians, aides, and others) as well as key personnel in designing the inservice efforts. The Conceptual Model is designed for that person(s) in the management scheme of an agency/institution given the responsibility for planning, implementing and evaluating the inservice effort. The quality practices serve as procedures or guidelines to be followed in each of the critical areas with the ultimate goal being a well conceived and designed inservice program.

At this point we would like your reaction to this Conceptual Model. Please turn the page and complete Part II of the Questionnaire.

QUESTIONNAIRE
Part II

1. The process components of the Conceptual Model (planning, implementation and evaluation) are: (check one)

Comments:

____ adequate
____ should be one additional component (please comment)
____ should be multiple components added (please comment)
____ should be re-conceptualized (please comment)

2. The impact components of the Conceptual Model (management, participants, students) are: (check one)

Comments:

____ adequate
____ should be one additional component (please comment)
____ should be multiple components added (please comment)
____ should be re-conceptualized (please comment)

3. Describe the comprehensiveness of the Conceptual Model considering <u>all components</u>: (check one)

Comments:

____ very comprehensive
____ comprehensive but needing minor modifications (please comment)
____ adequate but needing major modifications (please comment)
____ not adequate (please comment

QUESTIONNAIRE
Part II
(continued)

4. Describe the practicality and utility of this Conceptual Model for planning inservice programs:
(check one)

____ highly practical and adaptable
____ useable with minor modifications
(please comment)
____ useable but with major modifications
(please comment)
____ not useful
(please comment)

Comments

5. Discuss the potential that the Conceptual Model and the Statements of Quality Practices have for assisting with the planning of inservice education programs.
(use space below)

6. Are there quality practices in the list of 46 that would tend to serve at cross-purposes if fully implemented, i.e., would the full implementation of one create an improbable situation for another?

_____ yes _____ no

If yes, please indicate which statements, by number, and the reason(s) you believe they tend to conflict.

APPENDIX B

Mean Ratings and Rankings
as to the Perceived Importance
of Each Statement

1.1.1 The inservice education program is an integral part of the total organizational system within which it functions.

	Expert	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	2.0	1.5	1.0	1.0	2.0	12.5	1.0
Mean	3.867	3.789	3.800	3.944	3.696	3.500	3.772

1.1.7 An assessment of the strengths and needs of the prospective participants and the system is part of the inservice program design.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	3.5	4.0	5.5	6.5	4.5	12.5	2.0
Mean	3.793	3.789	3.600	3.500	3.591	3.667	3.669

2.1.5 Inservice providers are selected on the basis of qualifications for specific tasks.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	9.0	1.5	7.0	12.5	4.5	1.0	3.0
Mean	3.633	3.842	3.643	3.667	3.545	3/889	3.694

2.1.1 Inservice content and strategies are directly derived from the assessed needs of students, personnel and organizations concerned.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	3.5	5.0	3.0	2.5	10.0	12.5	4.0
Mean	3.793	3.684	3.533	3.722	3.524	3.667	3.667

1.2.6 The inservice program design recognizes the vital importance of the participants' perceptions of the need for the training proposed.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	7.5	8.0	3.0	6.5	8.0	5.5	5.0
Mean	3.567	3.632	3.733	3.667	3.522	3.778	3.634

1.1.8 The inservice program design is long range and provides for ongoing support and evaluation.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	7.5	12.5	3.0	18.5	8.0	4.0	6.5
Mean	3.667	3.526	3.600	3.000	3.522	3.824	3.607

2.1.4 Information about inservice activities is systematically communicated to all audiences concerned.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	24.0	8.0	5.5	6.5	1.0	1.5	6.5
Mean	3.400	3.684	3.667	3.722	3.818	3.833	3.664

1.1.11 The inservice program design defines a dynamic and continuous process that is flexible and responsive to changing needs and new requirements.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	10.0	8.0	13.0	12.5	4.5	18.0	8.0
Mean	3.552	3.421	3.400	3.556	3.545	3.500	3.504

1.2.3 The inservice education program provides opportunities for all school personnel to act as participants.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	27.0	8.0	13.0	2.5	4.5	5.5	9.0
Mean	3.433	3.684	3.600	3.722	3.636	3.778	3.623

2.2.1 Inservice education programs provide for the assessed needs of leadership personnel, building principals in particular.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	1.0	3.0	27.5	31.0	30.0	24.0	10.0
Mean	3.933	3.722	3.133	3.278	3.136	3.333	3.471

1.2.5 The inser ice program design includes goals which are designed to prevent "burnout" and to increase both competence and morale among program participants.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	12.5	30.0	13.0	12.5	8.0	1.5	11.5
Mean	3.400	3.000	3.467	3.556	3.478	3.833	3.447

3.2.1 Participants and others affected by the inservice education program are major providers of data for evaluation.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	12.5	12.5	13.0	6.5	19.0	8.5	11.5
Mean	3.600	3.526	3.600	3.667	3.348	3.722	3.569

1.1.5 Procedures exist to assure and access adequate numbers of personnel, adequate fiscal, material and facility resources.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	6.0	17.0	21.5	6.5	26.0	24.0	13.0
Mean	3.679	3.526	3.400	3.611	3.286	3.500	3.513

1.1.2 Written policy exists to support the inservice education program.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	5.0	19.0	21.5	18.5	12.0	39.0	14.0
Mean	3.724	3.368	3.333	3.444	3.429	2.944	3.408

1.1.6 The inservice education program design describes the organizational role, responsibility and support for planning, implementation and evaluation of the program.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	21.0	17.0	13.0	18.5	17.0	12.5	15.0
Mean	3.483	3.579	3.400	3.444	3.227	3.556	3.446

1.1.12 The inservice program design includes plans for facilitating the implementation of quality practices throughout the system.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	15.5	12.5	13.0	28.0	11.0	29.5	16.0
Mean	3.586	3.500	3.400	3.167	3.318	3.444	3.417

3.1.1 Decisions concerning the inservice education program are based upon the evaluations of program participants and others who are affected by the program.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	17.0	27.0	26.0	12.5	13.5	8.5	17.0
Mean	3.500	3.389	3.333	3.611	3.435	3.722	3.500

1.2.2 Agencies involved or affected by the inservice education program are included in the planning process.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	19.0	8.0	21.5	25.0	27.0	18.0	18.0
Mean	3.467	3.632	3.467	3.412	3.273	3 556	3.463

1.1.9 The inservice program design includes both short-term and long-term goals.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	29.0	25.0	21.5	6.5	13.5	8.5	19.0
Mean	3.400	3.316	3.400	3.722	3.391	3.722	3.480

2.1.11 The goals of individual participants for inservice should be defined and acknowledged in the overall program goals to the maximum extent possible.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	12.5	21.5	13.0	18.5	28.0	27.0	20.5
Mean	3.600	3.263	3.467	3.444	3.227	3.471	3.421

2.2.4 Inservice participants should have access to follow-through consultation which is separate from the personal evaluation process of the system.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	12.5	24.0	13.0	18.5	24.5	24.0	20.5
Mean	3.533	3.368	3.400	3.556	3.381	3.389	3.446

2.1.2 Inservice activities are offered frequently.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	19.0	26.0	30.5	12.5	15.5	18.0	22.0
Mean	3.439	3.433	3.316	3.556	3.391	3.611	3.439

1.1.3 The assumptions and the theoretical rationale underlying the inservice program should be explicitly stated.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	15.5	33.0	13.0	18.5	32.0	18.0	23.0
Mean	3.414	3.158	3.533	3.519	3.318	3.556	3.408

2.1.3 Inservice activities are offered in a logical sequence.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	31.0	17.0	25.0	34.5	22.0	18.0	24.0
Mean	3.276	3.579	3.400	3.111	3.227	3.500	3.339

1.1.10 The inservice program design defines outcome expectations including knowledge, skill, and affective goals.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	28.0	12.5	13.0	37.0	30.0	32.0	25.0
Mean	3.393	3.474	3.533	3.222	3.136	3.278	3.333

2.1.10 The inservice education program provides participants with positive feedback on their progress from program leaders, peers and clients.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	24.0	33.0	21.5	23.5	30.0	24.0	26.0
Mean	3.433	3.111	3.400	3.389	3.217	3.500	3.344

3.1.2 The inservice education evaluation design addresses the process components, planning, implementation and evaluation.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	24.0	21.5	35.5	28.0	22.0	21.0	27.0
Mean	3.500	3.316	2.933	3.444	3.318	3.529	3.359

1.3.1 Inservice activities are planned and conducted with minimum interference to the students' ongoing instructional program.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	37.0	12.5	21.5	12.5	19.0	39.0	28.0
Mean	3.067	3.684	3.400	3.667	3.435	3.056	3.358

1.2.1 Federal, state, and local policies pertaining to the inservice education program are studied by planning participants.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	32.0	21.5	21.5	28.0	22.0	33.5	29.0
Mean	3.233	3.316	3.400	3.389	3.409	3.278	3.328

2.2.2 Inservice activities are individualized, insofar as possible, to each participants' assessed needs and desires.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	19.0	36.0	29.0	23.5	33.0	29.5	30.0
Mean	3.433	3.053	3.333	3.333	3.217	3.444	3.309

1.3.2 Inservice program goals are derived, primarily, from a comprehensive set of educational goals for students, including students with handicaps.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	24.0	28.0	13.0	44.0	15.5	39.0	31.0
Mean	3.333	3.158	3.600	2.944	3.478	3.167	3.285

3.2.2 Ongoing program evaluation feedback will be provided to the participants so that it may affect the inservice effort.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	30.0	33.0	33.5	43.0	35.0	8.5	32.0
Mean	3.367	3.158	3.067	3.111	3.043	3.667	3.244

2.1.7 Inservice locations are selected to provide the most appropriate setting for the knowledge, skills and attitudes to be acquired and demonstrated.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	24.0	30.0	33.5	36.0	37.0	29.5	33.0
Mean	3.267	3.105	3.133	3.278	3.091	3.333	3.205

3.1.3 The inservice education evaluation design is reliable and valid and includes plans to frequently report data on all major aspects of the inservice program to all audiences concerned for ongoing planning.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	34.0	37.0	35.5	28.0	38.0	15.0	34.0
Mean	3.231	3.000	2.933	3.444	3.000	3.588	3.197

2.2.3 Inservice activities emphasize peer-teaching learning.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	40.0	42.5	38.0	18.5	19.0	29.5	35.0
Mean	2.933	2.789	2.933	3.500	3.348	3.444	3.146

3.3.1 The impact of inservice activities on students should be documented as part of the inservice effort.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	33.0	30.0	30.5	32.5	43.0	35.5	36.0
Mean	3.138	3.138	3.200	3.167	2.909	3.235	3.125

1.1.4 Procedures exist to assure inclusion of community resources for the inservice education program.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	35.0	38.0	32.0	40.0	34.0	45.0	37.0
Mean	3.138	2.947	3.143	3.222	3.091	2.778	3.058

2.1.6 Inservice activities are conducted, whenever possible, on the participants' work site.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	39.0	33.0	38.0	34.5	36.0	33.5	38.0
Mean	2.967	3.158	3.000	3.111	3.087	3.222	3.081

1.2.4 All groups which are affected by the inservice education program, including parents and students, have a voice in decisions regarding the program.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	41.0	21.5	43.0	32.5	39.0	43.5	39.0
Mean	2.857	3.316	2.800	3.222	2.909	2.889	2.992

2.3.2 On-site demonstrations with students are included when appropriate to the inservice education experience.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	36.0	42.5	41.0	39.0	42.0	35.5	40.0
Mean	3.167	2.737	2.867	3.056	2.826	3.222	2.992

3.3.3 The impact of inservice activities on students should be frequently reported to the concerned audiences.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	38.0	39.0	38.0	28.0	46.0	37.0	41.0
Mean	3.000	2.842	3.000	3.056	2.727	3.111	2.950

3.1.4 Efforts to discuss and spread information on inservice programs are evaluated.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	44.0	40.0	41.0	41.0	41.0	24.0	42.0
Mean	2.556	2.789	2.800	3.167	2.864	3.500	2.916

2.1.8 Inservice activities are conducted primarily during participants' normal working hours.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	42.0	44.0	45.0	45.0	24.5	43.5	43.0
Mean	2.700	2.778	2.533	2.889	3.304	2.778	2.844

2.1.9 Inservice activities make use of participant created materials whenever possible.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	45.0	45.0	41.0	38.0	40.0	42.0	44.0
Mean	2.367	2.526	2.800	3.235	3.000	2.944	2.770

3.3.2 The documentation of the impact of inservice activities should include the perceptions of students themselves whenever appropriate.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	43.0	31.0	46.0	42.0	45.0	41.0	45.0
Mean	2.655	2.789	2.533	2.944	2.591	2.889	2.727

2.3.1 Inservice activities include students as teachers/ learners whenever possible.

	EXPERT	CSPD	REGI	TEACHER CENTER	NEA	AFT	TOTAL
Rank	46.0	46.0	43.0	46.0	44.0	46.0	46.0
Mean	2.379	2.316	2.467	2.667	2.696	2.556	2.508